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ABSTRACT

A book written for administrators of international student programs in the United States is given a favorable review. The book, "Educating Students from Other Nations: American Colleges and Universities in International Education," by Hugh M. Jenkins and associates, provides state-of-the-art descriptions of what program administrators think is the best practice and how they conduct their operations. The following topics are covered: (1) issues relating to recruitment of "foreign" students; (2) a flow-chart and practical advice for the handling of applications by admissions officers; (3) interpretation of the complex and changing network of immigration rules and regulations; (4) an analysis of the costs and benefits of educational interchange; and (5) a survey showing what good professionals are doing. The book takes a short-term view of the critical questions facing the international education community today, and leaves the distant future to other authors. Familiar solutions are suggested for administering scarce resources so that as many students as possible can participate in the exchange programs. (JW)

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Educating Students from Other Nations— A Handbook for Administrators

Educating Students from Other Nations: American Colleges and Universities in International Education by Hugh M. Jenkins and Associates. San Francisco: Jossey-Bass, 1983, 248 pages, $19.95.

The benefits of "foreign study" were recognized in the West at least as early as the time Romans went to Greece in search of culture. But, "the increase in numbers; the difference in motivation, . . . a change in the social background of participants; the inclusion of new nations; and the intermixtures of old cultures have combined to create a new situation" for *Educating Students From Other Nations.*

Hugh Jenkins, one of the founders of the professional group of administrators of international student programs in the United States, with other professional administrators and faculty members, has explained how to work with students who cross national frontiers in search of learning. There are over a million "foreign" students in the world, but this book is almost wholly about the United States' experience in dealing with about one-third of those foreign students, although it touches on visiting faculty, faculty exchanges and providing study abroad opportunities for Americans. It is a handbook, a state-of-the-art description of what administrators of such programs think is the best practice and how they conduct their operations. If you are involved in international student exchange and administration of foreign student programs, it is a useful desk guide.

At several different points, the authors declare that the twentieth century is a time of transition and certainly much has changed in both scale and method of operation, but the book does not deal with the reconceptualization of the changes in learning and educational institutions that result from the increasing interdependence of peoples and the uses of knowledge in the modern world. There is some use of the modern rhetoric about world views, global perspectives and the idea that "foreign" is an inadequate or obsolete idea when applied to what is now or soon will be going on with all students all around the globe without regard to national frontiers.

This book deals with students and scholars who, in unprecedented numbers, seek educational opportunities outside their homelands, and it is dominated by the experience of national frontiers rather than the frontiers of knowledge. Ellen E. Mashiko describes a model information and advising service. She explains the need for adequate liaison between the home country services and the "foreign" universities. She points out the many ways in which an in-country service can also be of help to the university welcoming students from abroad. M. Archer Brown defines an appropriate relationship of the host institution to its overseas students and describes in

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detail the differences between the functions of advising students on study abroad and actually administering study abroad programs. Joan H. Joshi notes the decline in public financing and private support for students who need assistance in meeting the rising tuition fees and the cost of living in the United States or other areas of the world in which they may choose to study. But how does that influence the increasing numbers of persons who learn and transfer knowledge across cultures?

There is a discussion of the issues related to recruitment of "foreign" students, seeking not only to place this in context, but also to recognize and define good practice in recruiting students beyond a national frontier. This is a growing phenomenon in the competition for survival among institutions. There is practical advice for admissions officers who have to acquire new expertise in the evaluation of educational credentials from other national educational systems and deal with questions of the admissibility of a student coming from an entirely different social, economic and cultural environment. William S. Patrick provides a flow-chart for handling "foreign" applications and notes the critical importance of determining if the student is proficient in English and has adequate financial resources before accepting them in an American university.

Alex Bedrosian helps the reader find a path through the complex and changing network of immigration rules and regulations that affect students and scholars coming to the United States from other countries. There is even a discussion by Valerie Woolston about how much time and effort can be saved if activities of foreign student advising are brought into one coherent organizational pattern. George C. Christensen and Thomas B. Thielen make the argument every college or university central administrator hears from every sector—that an area, in this case international education, must receive top priority attention in budget and organizational affairs for the university to have first-rate educational programs. Certainly there must be other strategies than making foreign student programs the top priority.

Hugh Jenkins then contributes a chapter analyzing costs and benefits of educational interchange. He says it is hard to tell who is paying for what and recommends that a multinational task force examine this complex subject so we can get real answers. Maybe some microstudies and tentative conclusions would help us get started.

In short, there is much useful information, some of which sounds very familiar even when dealing with what may appear to be a new subject. The book provides a good survey of what good professionals are now doing, even though it suggests some approaches that are unlikely to be adopted.

The third portion of the book, "Realizing the Potentials of International Educational Interchange," begins with a statement of the critical question facing the international educational community today. It is "whether to treat the new dimension in the transnational movement of students and scholars as an extension of the past or to see it as a confrontation with the future."

The book takes the short-term view, suggesting familiar techniques for administering scarce resources so as many students as possible can participate in the exchanges. It clearly leaves the more distant future to other authors. Others will have to make a reappraisal of the role of colleges and universities in a world where the educational institution is by definition transnational. Others need to explore a curriculum where students learn a world view or develop a global perspective for every subject they study. Other books must describe universities for a multicultural world where learning is useful no matter what nation controls the educational system.

But handbooks are not meant as blueprints for the future, and it would be unfair for the reader to expect a reconceptualization of international education. *Educating Students From Other Nations* is a book written for Americans.

—Franklin W. Wallin

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